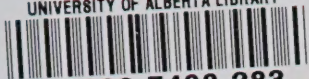


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I Can Spell

Individualized Canadian
Spelling Program

Harold Covell
Denis Rodgers
Kenneth Slade

Teachers' Resource Book
Levels A and B



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I Can Spell
Teachers' Resource Book
Levels A and B

Harold Covell
Denis Rodgers
Kenneth Slade

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A note to the teacher:

I Can Spell stands for Individualized Canadian Spelling Program, and it is designed so that a single child, or groups of children, may work through the program on their own if the teacher so chooses. To make this possible we have done most of our talking to the children, through the pages of their *I Can Spell* textbooks.

This *Teachers' Resource Book* contains a description of the point of view and special features of *I Can Spell*, a section on how to use the program and alphabetical lists of all the words in Level A and Level B. A variety of spelling games, some needing the teacher and others that can be played by children on their own, are included in the last section of the *Resource Book*.

We believe that this is an excellent spelling program, but to be successful it needs a concerned teacher. If you feel as we do—that spelling is important and that words are marvelous things to work with and play with, then your children will learn to spell with this series.

Thank you for letting us help with your Language Arts program.

Hal Covell
Denis Rodgers
Kenneth Slade

The I Can Spell program

What's so important about good spelling?

Good spelling is not merely important—it is *crucial*, because it enables the reader to focus all his attention where it belongs—on the writer's ideas. Bad spelling is like a constant stream of interruptions, each of which distracts the reader's attention and spoils the writer's chance of being heard.

Given a well-designed program, regular practice and teachers who show that they value good spelling, the vast majority of children will become good spellers not only on a weekly test but also in their day-to-day writing.

Special features of the I Can Spell program

Spelling comes first

The *I Can Spell* program is significantly different from traditional spelling programs in a number of critical ways.

The program has one central aim—to teach all children to spell. A spelling program *should* interest children in words, it should help extend their vocabularies, it should relate to other aspects of the Language Arts program. Above all else however, it *must* help children to gain spelling mastery. *I Can Spell* never loses sight of that first purpose.

I Can Spell teaches "core" words

No spelling program attempts to teach children every single word they will ever wish to write; a program will concentrate on the 2000 or so words children use most often. If this sounds a small number, it is worth remembering that half of all the words in adult literature consist of 100 words repeated over and over. A list of 2000 words accounts for some 80% of all the words found in adult books and 90% of all words used by children in their writing.

I Can Spell differs from other series in the recency of sources from which its core of words is drawn. The authors took the traditional core of high frequency words and compared them with three modern sources: The Kucera-Francis (1967) analysis of 1,014,232 words drawn from a wide range of adult literature, the American Heritage (1971) analysis of 5,088,721 words sampled from children's texts for Grades 3 through 9, and Thomas' (1972) analysis of the words used by Canadian children in their writing. In short, the words taught in *I Can Spell* are those used most often by today's writers for adults, by today's writers for children and by today's children in their writing.

Visual emphasis is the heart of the program

"Spelling" is the ability to recall the particular arrangement of visual symbols which represent a certain spoken word. If the writer is unsure of his spelling of a word, he stops to examine what he has written and asks himself: "Does it *look* right?" It follows then that the task of a spelling program is to focus the child's attention on the visual aspects of the words to be learned, and to do everything possible to fix the image of those words in the child's visual memory.

The words taught in the *I Can Spell* program are arranged in six levels on the basis of two criteria. The first criterion is utility: the children learn those words which are most useful to them at the time when

they most need them. The second criterion is ease of spelling: they learn first the words that are the most "regular" in their spelling—and are led to more difficult spellings by very carefully graded steps. On occasion these two criteria work against one another. When they do, the child's need for a word receives first consideration. Thus, some Level F words are quite easy to spell but are not part of children's vocabulary until the higher grades. Similarly, a few words of advanced spelling difficulty occur in Level A, because the children need them in their writing.

All the words in the *I Can Spell* word lists are placed in groups according to their visual structure and their sound patterns. Words which look alike and which sound alike are grouped together and their similarities emphasized by the use of color and bold-faced type.

As a glance at the *I Can Spell* text will show, each word list is printed twice—first to focus the child's attention on the common structural elements, and then as the child will write the words—in print script for Levels A and B and in cursive handwriting for Levels C to F.

The learning procedure followed by the child, the games included in this *Resource Book* and the many activities given in the text are chosen to reinforce the visual image of each word under study.

I Can Spell helps children learn words outside the program

A spelling program must successfully achieve two ends: it must help the child learn all the words in the program, and it must give each child the ability to spell words outside the program.

The *I Can Spell* program not only groups its words into similar structures, it discusses these structure-patterns with the child, extends the generalization to words outside the list, and finally wraps up the concept in a riddle or joke or rhyme that helps the child remember it. The transfer of spelling ability from program to non-program words is in this way built into the *I Can Spell* texts.

The program stimulates vocabulary development

Since the words taught in the program are those used most frequently in children's books and children's writing, most children will already be familiar with their meaning—they will be part of the average child's vocabulary. Teachers will of course help any child who seems uncertain of a word's uses, and the program

helps to test that meaning-knowledge through word-games and puzzles. Outside the program, however, is a whole world of new, challenging words and concepts waiting to be discovered.

I Can Spell stimulates vocabulary development by focussing on carefully chosen groups of words in addition to those in the structured word lists. These "Start a List" word groups are chosen because they are associated with a sport, a place, a season or an occasion—and because they extend children's thinking and arouse their interest. At the higher levels, words are collected for different senses, for metaphors, for analogies, for aspects of animal life. The lists are beginnings—places from which the children may start an exploration of their own.

Starting with Level C, the program includes an additional feature—the "Word Smorgasbord," where groups of words associated with Art, Music, Mathematics, Science and Social Studies are given. The words were derived from material published for Grades 4 to 7 respectively and the children are encouraged to use them in a range of possible activities.

Teachers have always supplemented spelling lists with words they and the children choose. We strongly agree with the idea that children should learn words from all subject areas, and they should also *use* the words they learn to spell—playfully and seriously. *I Can Spell* stimulates that kind of essential integration.

I Can Spell is a program for the individual child

Most teachers in elementary schools today are faced with classes of 25 to 35 students. What is the range of spelling ability among those students? Can the teacher safely follow a class approach or must children be grouped for spelling instruction? What is the structure of the school—graded? continuous progress? family grouped?

There is no ready answer to the question of whether all children in a class should be learning the same spellings, or whether all spelling should be individualized, or whether there should be two or three groups. The decision is the teacher's, based on a knowledge of the children and the curriculum.

I Can Spell is simple to administer as a class speller if the teacher prefers that approach. Each level contains a year's work broken down into 26 weekly segments. All the information needed to master those words, the

generalizations they illustrate, mnemonics for misspellings and a full range of activities is provided in the text. (A companion workbook is also available for teachers who like this form of supplementary activity.) Level A is intended for the beginning of Grade 2, with the other texts following in sequence: Level B = Grade 3, Level C = Grade 4, Level D = Grade 5, Level E = Grade 6, and Level F = Grade 7. These suggested grade placements are for children of average spelling ability.

I Can Spell has an adaptable format

To allow for classes with a range of spelling ability, the *I Can Spell* program has a unique format. Each textbook contains, in addition to all the work for its particular level, parts of the previous level and parts of the following level. Thus, *I Can Spell*, Level B, contains all the Level B lists and activities, plus the last nine spelling lists from Level A and the first nine spelling lists from Level C. A Grade 3 teacher using the program for the first time would give the placement test for Level B (see page 12 of this *Resource Book*). The scores for this test would indicate which children if any needed to complete the work from Level A, and which were ready to begin Level B. When, later in the year, the faster children finish Level B, the teacher could choose to start them on the first part of Level C. The other *I Can Spell* texts are constructed in a similar fashion.

I Can Spell and the teacher

Is the teacher necessary to the program or can a child proceed on his own? The teacher is always an essential motivating force, but the *I Can Spell* series is specially designed so that a child may work through it on his own. This *Teachers' Resource Book* is exactly that—a source of extra materials. The essential discussion—the part normally supplied by the teacher—is given by the boy and girl characters (the Superspellers and Superguesser) in the *I Can Spell* text. These characters talk and joke about the words to be learned; they are quite informal but also very informative. The child's *I Can Spell* text contains the whole program presented in language each child can understand.

I Can Spell is Canadian

This program is Canadian in all respects. The words to be learned are derived in part from the writing of Canadian children, and their spelling follows Canadian practice as indicated in the W. J. Gage *Dictionary of Canadian English*.

The authors are Canadian, have taught in Canadian schools and continue to work and do research in Canadian classrooms.

Most important, however, is that *I Can Spell* reflects Canadian scenes, language and viewpoints in many of its examples and activities, such as the Canadian Quiz (which begins in Level C) and the look at each province and territory which starts at the same level. Levels A and B feature words about games Canadian children play, food Canadian children like to eat—and words from French Canada.

A spelling program must help children learn to spell. If in addition it interests them in their own country and talks in terms of their own experience that is clearly an added bonus.

How to use *I Can Spell*, Levels A and B

Grade level and contents, Level A

Level A, the first level in the series, is intended for children beginning their second year in the primary grades: i.e., Grade 2 in a grade-structured system.

I Can Spell, Level A, consists of 26 lists of words with the Superspeller/Superguesser commentaries plus "Take a Break" pages, "Puzzle Pages" and nine Level B word lists. Following the completion of lists 1 to 26, the year's work in spelling is accomplished and the remainder of the year can be given over to other Language Arts activities.

However, if the teacher would like some of the class to start Level B work, students may begin with the first nine lists of Level B appearing at the end of *I Can Spell*, Level A. Because of space restrictions there are no "Take a Break" pages or "Puzzle Pages" included with lists B-1 to B-9, but the lists are complete with the Superspeller and Superguesser commentaries.

Grade level and contents, Level B

Level B, the second level in the *I Can Spell* program, is for children beginning their third year in the primary grades: i.e., Grade 3.

The *I Can Spell*, Level B, text begins with the last nine lists from Level A, followed by lists B-1 to B-26, with Superspeller/Superguesser commentaries, "Puzzle Pages" and "Take a Break" pages, and finishes with the first nine lists from Level C. Children who are not yet ready for the Level B lists may work on words in the Level A section; later in the year, faster children who have finished the Level B work can go on to lists C-1 to C-9 at the end of the text.

Placement tests

There is no placement test for Level A, so all the children whom the teacher judges ready will begin the program at list 1 of Level A.

The placement test for Level B

If children used the *I Can Spell* program last year, they should begin where they left off in June.

Teachers commencing the program for the first time will want to decide whether all the children are ready to begin with list B-1, or if some should first work their way through parts of Level A. The Level B text includes the last nine word lists from Level A, and from these lists we have selected 20 words to serve as a screening test. The test, and the instructions for administering and scoring it, can be found on pages 12 and 13 of this *Resource Book*. Some of the test words represent

common structural patterns, others are commonly misspelled words. Overall they are representative of the last third of the Level A work.

Scoring the placement test for Level B

The suggested scoring levels indicated at the end of the Level B placement test are based on try-outs in classrooms representing various socio-economic levels and with some children for whom English is a second language. The test is not designed as an achievement test for children already in the *I Can Spell* program.

The basic learning procedure for Levels A and B

The suggested learning procedure is outlined in the letter to the children which begins the *I Can Spell* text.

1. Test

Before the children look at a word list in the *I Can Spell* text, they are tested on the words in that list. The teacher reads each word, places it in a sentence for context, then repeats it a final time. The children write these words in a vertical list. It should be emphasized with the children that the teacher expects them to get most of the words wrong on the first test: its purpose is to tell the children which words they know and which words they need to practice. They now compare their test answers with the printed list in their text to see if a misspelled word is one of a group. If it is, the child should practice the whole group. Each child should learn three or four words each day until he knows them all.

2. Study the Superspellers

After the first test, and before the words are practiced, the Superspeller/Superguesser comments for that list should be gone over carefully. Children working independently may read these comments for themselves. The teacher who is leading the group or class may wish to use the Superspeller material in a directed lesson, adding examples and discussion as needed. In compiling the Superspeller/Superguesser commentaries we have stressed the large patterns of regularity which exist in English spelling. We also show the reasons for spelling changes and for some of the apparently illogical forms in our language. To help with specific spelling problems we offer a variety of mnemonics—memory aids—in the form of riddles, nonsense verses and the like. All this material is addressed to the child by the Superspellers and Superguesser, rather than reserved for a teacher's manual.

3. Where is the error?

Children have now been tested to identify the words they need to learn. They know where their errors are. They have heard and discussed the remarks of the

Superspellers about this list of words. Once again they check the words they must learn against the word lists in the text. On the left side of the page, part of the structural pattern is emphasized. If this is where an error occurred, it may be helpful to practice all the words with that structural pattern (even though all the words may not have been misspelled). Associating words we're not sure of with words we already know, helps us to master them all.

4. *Practicing the words*

The actual learning of the words is primarily a visual memory task, and the word to be learned should be isolated by pointing with the finger, or a ruler, or with a simple mask which hides the other words.

The child now writes (or prints) the word, saying aloud each letter as he does so. The word should be written three or four times, and the child should then close his eyes and try to visualize it. He then moves to his next word and does the same. When he thinks he has learned the three or four words for the day, he can re-test himself by writing them from memory, or by having a partner test him. Slower children may need more writing practice, which may be done on paper, or by "writing" on the desk or in the air with a finger or the unsharpened end of the pencil. Some teachers like to use a rainbow approach, where the child repeatedly traces over the same writing of the word, using different colored crayons. Children who have special difficulty may find it helpful to trace the words on felt, or sandpaper.

Any activity which simultaneously focusses the child's attention on the sounds of the word and its visual pattern is likely to be beneficial.

5. *Final testing*

The final test is given in similar form to the first test except that the word order should be varied. You may wish to treat this as a Five-Star Test, in which five stars are awarded for a perfect score and one or more stars are deducted for each word wrong. Given the careful structure of the program, the average boy or girl should obtain a perfect score if the words have been practiced well. Any word misspelled on the final test should be treated as a personal demon for the teacher to make a note of and the child to carry forward to the next week's work.

Adjustment for faster children

As the children work through the lists, some will learn their words faster or more easily than others. We do

not recommend that these children be jumped ahead in the series, since we feel it important that all children work their way through all the words.

For faster children the teacher may consider three options: First, the group may be allowed to take their final test after fewer practice days, and then move to the next word group. Thus they might begin a list on Friday, which would be tested the following Wednesday, and so on. When this group reaches the end of Level A they could be permitted to learn the first nine word lists from Level B, which are included in their *I Can Spell* text.

A second alternative for fast-learning students is for them to choose each week three or four extra words from the "Start a List" pages in Levels A and B. Children may also choose extra words from their own reading. The number of such extra words should be carefully limited, since they are not chosen for their structure and will be more difficult for the child to fix in the visual memory.

A third possibility is to reduce the spelling time for fast-learning children and to use the time saved for other Language Arts activities—including the creative-writing suggestions from the "Puzzle Pages" of the *I Can Spell* text.

Workbooks

In concluding these notes on the basic learning procedure, we would point out that supplementary workbooks—the *Spellbinder* series—are available for each of the *I Can Spell* levels, for teachers who like to use such aids.

"Take a Break" and "Puzzle Pages"

Learning to spell is hard work, and we believe that after they've worked hard children are entitled to a break. We also want them to see that the only good reason for learning words is to use them, so following every two word lists we present "Take a Break" pages and "Puzzle Pages."

"Take a Break"

"Take a Break" has riddles and light-hearted poems to show words being used for fun. As a follow up, the children may have riddles of their own that they want to share. Perhaps they'd like to write an extra verse for the nonsense poem, or hear some more of the same kind, or mime or act the poems.

With riddles and poems are "Start a List" pages—collections of interesting words—Party Words, Windy Weather Words, On the Beach Words, Italian Food

Notes on editing and games

Words, Playing on the Sidewalk Words and the like. These lists are designed to encourage children to think up more words of the same kind. (Turn to page 15 of this *Resource Book* for lists of additional words.)

The word lists can be used in many different ways: for writing letters, journal writing, story writing or poetry. For instance, the Party Words in Level A can be re-written as:

A party is . . .

Inviting your friends
Blowing up balloons
Wearing party hats
Singing Happy Birthday
Blowing out the candles
Happiness

Windy Weather Words could become a poem:

Breezes blow
Trees sway
Branches wave
Leaves scatter
I sweep

“Puzzle Pages”

The “Puzzle Pages” begin with a page and a half of review activities, which refer the children back to the word lists. These review tasks are grouped into different games—Word Families, Alphabetical Order, Rhyme Time—so that the reviewing is done as a series of puzzles. The “Puzzle Pages” end with a topic to start children telling or writing a story.

Each teacher may choose his or her own way of fitting “Take a Break” and “Puzzle Pages” activities into the spelling program. Some may treat them as spare time or auxiliary activities, some may add an extra spelling period every third week in which to do the activities. Others take a rest from the spelling lists every fifth week, and use the poems, word lists, review activities and creative-writing tasks in place of a spelling list for that week.

Editing

All of us are familiar with the child who spells a word correctly in Friday’s test but misspells it in Monday’s story. When the hand is trying to keep up with the imagination, it’s easy to make a slip, which is why final drafts of work should be edited. Some teachers have children take turns at being editors, others train each child to edit his own work, although it’s difficult for an author to stand back from his own composition. In either case the editor should have a short check list of mechanics that he is checking for.

If misspelling is initially a particular problem you may want the editors to focus on spelling alone; you may also award bonus marks for good spelling. The emphasis should always be on the writer’s need to spell well so that ideas are easily read and enjoyed by the reader.

The comments here relate of course to words the child has already met and can be expected to know. No child should be penalized for misspelling new words used in writing.

Games and spelling bees

If we can help children to have fun with words and develop an interest in them, half our work in spelling and vocabulary is done. We suggest that whenever possible the children practice their words or test themselves in a game format. A portion of this *Resource Book* (pages 20 to 23) is given over to spelling games, and teachers will undoubtedly have their own favorites to add to these.

It is important, however, to distinguish between words children have already mastered and words they are still learning. When a child has mastered a group of words he will enjoy meeting them as scrambled words, or anagrams to be solved. But for the child who has yet to form a solid visual pattern, any game which may confuse that visual pattern (as scrambled words or anagrams may do), is to be avoided while the speller is still learning.

In a similar way, spelling bees are best played in such a way that the word to be spelled is written down rather than spelled out loud. The “spelling out” involves additional processes not demanded in the spelling procedure. Often we can correctly write a word, but we get confused if we have to call it out.

Placement test for Level B

Administering the test

Provide children with paper and have them write the numbers 1-20 underneath one another.

Explain that you are going to call out 20 words for the children to spell. Say that you will first say the word, then read a sentence with the word in it, then say the word one last time. Then they are to write it. Tell the children to listen carefully because you can say the word only those three times. Say that some of the words are quite hard but you want them to be sure to have a try at every one.

Deal with any questions and then begin. Follow the suggested procedure, timing yourself by one of the slower children. Don't say any word an extra time, or comment on the spelling of any of the words. When the twentieth word has been written, collect the papers promptly. Scoring instructions follow the test.

Test items: Level B

1. is **morning**.

The rising sun shines on my bed early in the morning.

Spell—morning.

2. is **birthday**.

We all sang songs and ate hotdogs at my birthday party.

Spell—birthday.

3. is **shook**.

The wind blew so hard it shook the house.

Spell—shook.

4. is **sending**.

I'm sending the class photograph to my pen pal.

Spell—sending.

5. is **friend**.

In school Gordon sits next to his best friend.

Spell—friend.

6. is **twelve**.

After eleven comes twelve.

Spell—twelve.

7. is **can't**.

I'd like to swim but I can't.

Spell—can't.

8. is **white**.

Our cat is black but his whiskers are white.

Spell—white.

9. is **pulled**.

We made a harness for our dog and he pulled the sled.

Spell—pulled.

10. is **yesterday**.

My tooth feels fine today but it ached yesterday.

Spell—yesterday.

11. is **street**.

There's a stop sign at the end of the street.

Spell—street.

12. is **gloves**.

The twins won baseball gloves as prizes.

Spell—gloves.

13. is **golden**.

At the top of the tree stood a golden angel.

Spell—golden.

14. is **spring**.

Daffodils are spring flowers.

Spell—spring.

15. is **says**.

My dog says, "Thank you," with his tail.

Spell – says.

16. is **kicked**.

The children kicked the ball to one another.

Spell – kicked.

17. is **smashed**.

The cup smashed when Dad dropped it.

Spell – smashed.

18. is **along**.

The cat ran along the top of the wall.

Spell – along.

19. is **queen**.

A queen wears a crown on special days.

Spell – queen.

20. is **watch**.

I like to watch television on Saturday mornings.

Spell – watch.

Scoring the placement test

0–3 errors

Child can safely begin Level B.

4–8 errors

Child's errors must be examined by the teacher. If there are several errors in words representing common structural groups (e.g., *shook, kicked, street*) the child probably needs time on the Level A words.

9 or more errors

The child needs to work through the nine Level A lists before beginning Level B. If the Level A text is available, the teacher may feel it will help very bad spellers to work through all 26 lists.

Extra words for the “Start a List” pages

The children will suggest many different words to add to the “Start a List” pages. The topics are simply jumping-off places leading to associations, and there are no right or wrong answers. Here are some of the extra words your children may suggest:

Extra words for Level A

Start a List of . . .

Yummy Yummy Words

pastry, chocolate, malt, fudge, popsicles, sundae, peanut butter, syrup, peaches, strawberries, names of particular candy bars and cookies

Windy Weather Words

waving, breeze, trees, swaying, leaves, swirling, scatter, sweep, bonfire

What’s for Breakfast Words

cereal, tomato, boiled eggs, scrambled, maple, bacon, waffles, plus many brands of cereals

Cold Weather Words

slippery, snowflakes, snowman, puck, ice, stick, sled, scarf, gloves

Party Words

friends, presents, gifts, surprise, ice cream, games, plus specific games

Hot Weather Words

trunks, diving, towel, sitting, floating, swimming, swim, sprinkler, popsicle

On the Beach Words

waves, water, sandcastles, dig, crabs, bucket, trailer

Extra words for Level B

Start a List of . . .

Playing on the Sidewalk Words

skipping, leapfrog, square-ball, frozen tag, follow-the-leader

Italian-Food Words

pizza, spaghetti, cheese, lasagna, meatballs

Wet Weather Words

shower, puddles, water, wet, umbrella, soaking, drenched, drowned

Playing Indoors Words

checkers, painting, electric trains, fish, snap, Barbie dolls, road racing, jig saws

What’s for Lunch Words

peanut butter, jam, sandwiches, milk, soup, crackers, patty, clam chowder

In Quebec we say it in French

You may like to use an English-French dictionary here, asking the children which English words interest them. For simplicity’s sake we have omitted the article (un, une, le, la) which normally accompanies nouns in French.

What’s for Dinner Words

chicken, pork chops, fried, beans, potatoes, carrots, corn, pie

Where's that word?

Levels A and B spelling words

Do you want to find out if a particular word is taught in *I Can Spell*, Level A or B? If it is, you'll find it in these alphabetized lists. The number after each word indicates the *I Can Spell* list in which it occurs. (Words from "Start a List" pages are not included in these lists.)

Words in I Can Spell Level A lists

about 13
add 12
all 11
along 25
also 8
am 3
and 1
are 11
aren't 17
as 8
at 8

baby 19
bad 3
bag 7
ball 11
bang 25
bat 4
bath 25
bed 2
bee 26
belt 10
best 14
big 6
bill 11
birth 19
birthday 19
bit 6
block 18
blowing 18
blue 16
book 20
born 19
bring 24
bug 9
bull 22
bus 7
but 3
by 13

call 11
came 13
can 1
candy 19
can't 21

cap 8
cash 25
cat 4
check 18
cold 24
cow 17
crack 25
crash 25
cup 9
cut 3

dad 8
day 14
deck 25
did 2
didn't 17
doesn't 17
dog 6
don't 17
drop 10
drum 10
dry 18
dryer 18
dug 7
dust 20

egg 12
else 19
empty 16
end 20

fall 11
falling 12
fat 4
fed 2
fell 12
fill 11
film 15
finger 17
firm 19
fit 9
five 22
flag 7
flat 4

fly 13
follow 18
for 19
Friday 23
friend 21
frog 16
from 10
full 22
fun 1

game 13
gas 15
get 1
gift 16
girl 19
glad 3
gloves 23
glue 16
go 8
gold 24
golden 24
got 2
gray 23
guns 9

had 3
hall 12
hang 21
has 8
hat 4
have 11
hay 23
he 5
hello 12
help 10
her 5
here 15
hid 2
hill 11
him 5
his 5
hit 9
hitting 9
hop 6
hot 2
how 17
hunt 10

ice 22
I'd 5
if 3
I'll 5
I'm 5
in 2
into 6
is 3
isn't 17
it 3
it's 16

jet 8
job 10
jump 16
just 20

kicked 25
kid 2
kill 11
killed 25
king 25

last 15
led 4
left 16
leg 6
let 1
let's 16
lid 2
line 22
lip 14
log 6
long 21
longer 17
look 20
lots 9
love 23
lovely 23
low 18
lumber 17

mad 3
man 1
may 23
me 5
men 7
met 4
milk 15

mine 22
minus 12
mix 24
moon 26
morning 19
most 14
much 15
mud 3
must 20
my 13

name	13
neck	18
nest	20
next	15
nice	22
nine	22
no	8
noon	26
not	2
now	17
number	17
nut	3

of 3
off 20
often 16
oh 7
old 24
on 2
only 19
onto 7
open 8
or 19
our 5
out 13

pan 7
path 25
pet 4
pig 6
pin 6
play 14
playing 14
plus 12
pond 20
pony 19
pull 22
pulled 22
pump 10

queen 26

ran 1
rang 21

rat	4
red	2
rest	14
rich	15
ride	22
ring	21
rod	9
rug	7
run	1

sad 3
sang 21
sat 4
saw 10
say 14
says 24
see 10
seek 26
self 10
sending 20
sent 20
set 1

stop 10
street 23
strong 21
such 15
sum 12
sun 1
Sunday 23
swing 21

tag 7
tall 12
tell 12
ten 7
test 14
that's 16
the 1
then 7
there 15
they 1
thin 6
thing 24
this 5
till 11
tip 9
to 2
today 14
told 24
took 20
top 9
trees 26
trip 14
true 16
try 13
twelve 2
twins 6
two 16

up 4
us 4

wall 12
want 26
wanted 26
was 8
washer 18
wasn't 17
wasp 26
watch 26
we 5
weeks 23
well 11
went 20
were 11
wet 4
what 13
when 13

where	15
which	15
white	22
who	24
why	13
will	11
win	6
window	18
wing	21
with	14
woman	1
women	7
won't	17

yes	8	
yesterday	23	
yet	8	
you	5	
your	5	
zoo	26	

Words in I Can Spell

Level B lists

across 18
again 26
age 14
air 1
airplane 1
airport 1
alive 3
almost 5
alone 21
already 5
always 5
another 10
any 5
anything 5
apple 18
ask 9
asleep 7
ate 7
away 5

back 11
band 22
bank 23
bar 20
bear 15
bedroom 4
been 23
begin 16
beginning 16
bell 14
below 2
bent 16
better 10
bike 2
bird 18
black 11
blanket 23
blind 9
boat 25
bone 6
borrow 13
boy 4
brain 9
bread 25
breakfast 25
brother 10
bumpy 22
bunny 17

cage 14
cake 15
cakes 3
camp 22
Canada 13
car 15
cave 24
cell 26
cent 26
chair 21
chicken 14
children 10
choose 20
chose 20
Christmas 12
cities 26
city 26
close 3
cloud 13
coal 25
coat 25
come 11
coming 11
copy 20
corn 7
corner 7
cost 7
could 2
cowboy 4
crazy 24
creek 26
cross 18
cute 16

daddy 17
dark 17
date 7
dear 19
deep 7
desert 22
died 16
dinner 10
dinosaur 26
dish 19
dishes 19
do 1
does 1
doing 1
doll 18
done 1
door 25
down 4
dress 18

drink 8
drove 6
duck 18
dumb 12

eat 8
enjoy 4
enter 21
ever 25
every 25
eye 20
eyes 20

fairy 21
far 15
farm 15
faster 10
father 10
fear 19
feed 23
feel 26
find 9
fine 6
finished 19
fire 6
fired 6
first 18
fish 8
fishing 8
floor 25
flow 11
free 26
frost 26
fund 22
funny 17

give 15
giving 15
goes 1
going 1
gone 1
grade 14
greedy 23
grow 11

hair 21
hand 4
handle 4
happy 17

hard 17
having 15
head 25
hide 6
holding 21
hole 10
home 3
hour 13
huge 16
hunting 22

ink 8
iron 8
island 1
I've 12

jail 12
jar 20
jumped 22

keep 7
kind 9
kite 24

lake 3
lamp 22
land 4
lazy 24
leader 13
lie 12
life 7
like 6
likely 7
lion 14
list 26
little 18
living 15
lose 7
loss 18
lost 7
lucky 23

made 24
main 12
makes 15
making 15
mama 13
many 5
marked 17
master 26
maybe 5
meat 8
miles 3
mind 9

mommy 17
more 20
mother 10
muddy 18

near 19
need 23
never 25
Nöel 12
none 11
nose 2
note 21

one 11
opening 9
other 10
over 9

pair 21
papa 13
pay 5
phone 6
picked 14
pie 12
pile 24
pink 8
plan 22
player 4
pole 24
pool 4
powder 4
press 18
pretty 17
proud 13
puppy 17
push 19
pushed 19
put 16
putting 16

rail 9
rainbow 9
ready 5
renting 16
riding 15
river 21
road 25
rock 23
rode 6
rope 2
rows 11

said 26
sale 24
sand 22
sandy 22
Santa 13
save 24
scar 20
school 4
score 20
sea 8
seat 8
seed 23
seen 23
selling 14
shake 3
should 2
shoulder 2
show 11
showing 11
sick 11
sir 18
sister 10
size 24
ski 1
skiing 1
skin 22
skis 1
smile 3
smoke 24
snake 2
snow 11
snowman 11
soap 25
some 5
something 5
son 7
sorry 17
speeding 23
spell 14
spent 16
spoke 3
stage 14
stamp 22
stand 22
star 17
start 20
stay 5
stick 14

stone 21
store 20
stove 3
streets 26
strike 6
summer 10
sunny 17
supper 10
sure 6

take 3
talk 19
talking 19
tea 13
teach 13
teacher 13
tear 15
tent 16
thank 23
their 2
them 2
these 2
they're 12
think 8
third 18
those 2
thumb 12
tie 16
tied 16
time 24
tiny 24
tomorrow 13
tone 21
town 4
toy 4
trail 12
train 9
trick 14
truck 23

under 21
using 6

very 25

wait 9
walk 19
walked 19
wash 8
water 21
way 5
wear 15
we're 12
whole 20

wide 3
wife 3
wind 9
wine 3
winter 10
wise 6
wish 8
wishes 19
won 7
would 2

yard 20
year 19
yelling 14
yellow 13
you're 12
you've 12

Spelling games

These games have been selected because they promote the visual memory of words, as well as being fun for children. In choosing games for weak spellers, teachers should avoid anagrams, since these may cause visual confusion, and should permit written rather than oral responses in spelling bees. Rules for the games may be simplified to suit the age or ability of the children.

The games are arranged in alphabetical order.

Alphabet Dice

Make four or five sets of dice and on all six sides of each cube print a different letter of the alphabet. There should be a mix of both vowels and consonants on each cube.

Start with a pair of dice and give the first player two turns rolling that pair. The child will get four letters this way. Allow one point for every letter in words of three or four letters that the child is able to make. The other two or three players of the group take turns.

Set a time limit. The next time around three throws are allowed and a point given for each letter in words five or six letters long. The number of throws can be increased each time around.

When the combinations using single letters appear to be exhausted, use another pair of dice.

Fall Leaves

If the class is studying trees and plants, teams could be formed and asked to identify and spell the names of different leaves (one point each). If a team misses the identification or the spelling, then the other team has the chance to win that point, or perhaps double points.

The game could be adapted for use with birds, insects, animals, flowers . . . or cars!

Give-Me-Some-Words

Write a consonant digraph on the board. Then ask a group of children to make up lists of words having that blend or digraph. For example: **st**—**start, story, must, trust**. The exercise can be made more lively by having a time limit and point values for the words.

Leapfrog

Have as many members of the class as you like select words that they feel will be difficult for their classmates. Set up a number of stations around the room, with a child at each station. The child at each station reads a word to another student, who comes to that

station; if the student spells the word correctly, he goes on to the next station. If not, the two children trade places and the child who was originally at the station moves on to be given a word to spell at another station.

Mapmaking

Draw a map of the school or surrounding area. Then give each student a chance to spell and write on the map the name of a street or building or park. If a name is correctly spelled, then the area it represents is colored in. The finished product is a colored map.

Pink Sausages

Choose two teams—twelve children per team—and give each team a set of cardboard letters made up of the letters in the words **pink sausages**. (These particular words don't have to be used; any two words will do.) Call out a word which can be spelled by these letters. The first team to get in the correct position for the given word scores the point.

The game can also be played on the blackboard. Write the words **pink sausages** on the board. Each team member writes a word made up from these letters, and the team with the longest list wins the contest.

Some common words from **pink sausages**: **age, pin, spin, span, sink, sun, king, sing, sang, sung, snap, kiss, page, spank, snip**.

Rescue

This is usually played with three players. Write a number of categories on the chalkboard and choose a topic letter: e.g., **cities** or **towns**; the letter **b**.

The first child must think of a town beginning with **b**. The second child must spell it. The third child acts as a rescuer and can save either of the other two by naming a town if number one child can't, and by spelling it if number two child can't.

Robin Hood

Select two teams of three members each, one being Robin's Men and the other Little John's Men, and a scorekeeper, who should be replaced every so often.

If a team scores ten hits (archery terms used), that is, if they spell ten words correctly, then they get a "green feather." The team then retires to Sherwood Forest and has the honor of nominating another team to succeed it. If a team misses three spellings, send them to

jail at Nottingham and have them act out a punishment agreed upon previously (e.g., writing out errors five times each). After being in jail and completing their punishment they return to their desks. At this point, choose a replacement team.

Spelling Baseball (1)

The four corners of the classroom can be used as the bases for the baseball diamond.

Divide the class into teams and select two good “pitchers” (spellers) to pitch the words to the other team. Write out two lists that are equally difficult for each of the pitchers. Alternatively, a team could select the list for their pitcher from a number of the weekly word lists.

Each member of a team is given a word by the opposing team’s pitcher. If it is spelled correctly, a “single” is taken and the player moves to the first base (corner). If a mistake is made then the player is out. Three outs and the other team is up to bat.

As a batter scores a single, all other people on the bases move forward. Runs are scored by the team members who get around all four bases.

After awhile, depending on the ability of the group, a difficulty factor can be added by having the pitcher toss a “double” or a “triple.” A double could be a hard word and a triple a very hard word. If the batter gets it, he or she could go two or three bases forward. If the word is misspelled, then two or three team members are out.

Spelling Baseball (2)

In this variation the teacher acts as the pitcher and selects students to be on each base and in the field positions. As students come up to bat, toss them a word, which they must spell. If a word is spelled correctly, the batter goes to first base; if it is spelled incorrectly, the catcher has a turn. If the catcher fails, it is counted as a strike. Once a player is on base, the pitcher can throw a word to the first baseman, deep field, etc. If the fielders spell a word correctly then the runner is out. If the baseman doesn’t get the word, an outfielder can try. If the word is spelled correctly then the batter is out.

Spelling Chess: The King’s Game

Make a grid with any number of squares. A few squares produce a simple game, a lot of squares would produce a more complicated game. Our example has 25 squares.

It is essential that all the vowels be included in the grid, and the letter **y** as well. About 30 percent of the squares should be used for vowels. As **e** is used most often, followed by the vowels **a**, **i**, **o** and **u**, that balance should be aimed at. Place the letters on the grid at random.

e	r	i	w	d
d	v	o	n	o
o	a	r	e	v
p	s	q	r	u
e	t	o	k	y

Keep a junior dictionary on hand to settle disputes. Points can be allotted for each word formed on the grid, or the winner could be the person who makes the most words within a certain time limit.

Just like the King in chess, the first player moves the marker to any single square, in any direction (diagonally, sideways, up and down). The point of the game is to spell words of at least four letters. In the example given, a person could start at **r**, move diagonally to **a**, go vertically to **v**, diagonally to **e** and in this way spell the word **rave**. Other words that could be made are: **stay**, **stork**, **wind**, **window**, **river**, **down**, **sore** and **roar**.

To make things more complex, words formed by adding **s** to a three-letter word are not counted. Different letters, more squares, a time limit, forbidding a player to enter the same square twice for the same word—all these can make the game more complex.

Spelling Chess: The Knight’s Game

This is the same as the King’s Game, but the words are made by using the Knight’s move in chess (two squares either vertically or horizontally and then one square perpendicular to the first movement). A grid with the same dimensions as a checkerboard should be used.

Spelling Chess: The Queen’s Game

This is another variation of the King’s Game and allows a player to move his marker in the same way that a Queen does in chess: in a straight line in any direction, up, down, sideways or diagonally for any number of squares. Proper chess-board dimensions should be used for this game.

Spelling Football

Divide the class into two teams and give each team a name. Then draw a football field on the board with ten-yard lines and goalposts. Make a football out of

brown paper, with a masking-tape hinge on the back. Choose one student to referee and look after the ball and the score.

The teams alternate. The game starts on the fifty-yard line. For each word spelled correctly the ball is moved ten yards towards the opposing team's goal. If a word is missed it is considered a fumble and the ball goes back ten yards.

When a team reaches the opposing team's goal line, it scores a touchdown and is awarded six points. The scoring is similar to football scoring. If a team scores a touchdown, it might be given a bonus try and get another point for converting.

Spelling Golf

In this game each player sets up a nine-hole course on a page of paper by numbering one to nine down the page with about five lines between each number. Players can work by themselves or in pairs.

Opposite each number the children write a scrambled word that you have made up from the unit lists. The object of the game is to make as low a score as possible by using all the letters in the scrambled word in one single attempt (e.g., **n e i g i m a—imagine**). A word such as **image** would be scored 1 (for the word) and 2 (the **n** and an **i** not used) = **3**. Another way of scoring is to give two points if a player used all the letters to make two words, three points if a player can use all the letters and make three words. The lowest score wins.

Spelling Investigators Inc.

This game can be played individually or by small groups. Class sets of dictionaries are needed.

Read out a word from the week's spelling list or from the last few weeks' lists. Students then look for the word in their dictionaries. The first child to find the word raises his hand. He gives the page number where the word can be found and then he must give a definition in his own words. (A functional use of the word would suffice.) If the definition of the word is inadequate, call on another child.

Spelling Ladders

This game is intended to draw attention to minimal differences in words. Draw a ladder on paper or on the board and put two words that are of equal length and in some way related at either end of the ladder. Words

that would be suitable are pairs such as **sick-well, rich-poor, look-find, love-hate, soup-nuts, black-green, coal-wood, flour-bread**.

A ladder with the words **boy—man** might be reached in this way:

man
ban
bay
boy

The player who gets from one word (lowest rung) to the other (highest rung) in the least number of steps wins the game. Three-letter-word ladders are of course easier to negotiate than four- or five-letter-word ladders.

Spelling Maze

There are at least two ways to play this game, which is similar to the King's Game. In this game, the letters in the grid belong to a specific category: e.g., sports, toys, things to drink, tools. Categories could also be chosen from different subject areas in the curriculum. Give each player a square maze like the one illustrated, and choose a category. **Birds** is the category we have chosen.

s	h	w	r	t
w	a	n	k	e
r	e	l	g	a
o	l	i	u	p
f	w	i	s	n

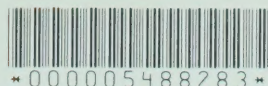
Moves are the same as the King's moves in chess, one square at a time in any direction: up, down, sideways or diagonally. Set a time limit (ten-fifteen minutes) and ask the players to write out the names of as many as they can find in the maze. Our example would produce **swallow, eagle, wren, gull, tern, swan** and **owl**.

In a variation of this game, have children make up their own mazes—within a time limit—and then give them to classmates. The more squares in the maze, the more complicated the game.

Spelling Relay

Divide the class into several teams of equal number. After you give a word, the first team member of each team should run to the board and write the first letter of the word. He then runs back to his team and passes the chalk to the second runner, who goes to the board to

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write the second letter, and so on. The team that finishes first gets one point. Take one point off for each mistake a team makes. The team with the most points wins the match.

Spelling Round

Form a large circle. Designate a child as "it." Whoever is "it" goes around the circle and stops in front of another pupil and asks that person to spell one of the week's words. If the child spells the word correctly then he is "it." The list words could be written down for the child who is "it," and passed on to each successor.

Spello

This game is intended to provide some variety in the weekly routine. Assign one of the week's words to each student. One student leader at a time then comes before the class and asks a member to spell his word. If the child spells it incorrectly he sits down, but if he is correct he asks the leader to spell his own word. If a leader misses a word, then the child who asked him to spell the word gets to be a leader.

The Syllable Game

This is a variation of Alphabet Dice. Prepare cubes with two- and three-letter syllables on each side of the dice. Common syllables that could be used are **bad, bel, tin, con, sil, gin, ham, min, pul, pet, pan, act, dem, pre, un, in, de, im.**

A student throws the dice and scores one point for every letter in a word he makes that contains the syllable showing. The syllable can appear anywhere in the word he chooses, and it isn't necessary that it be pronounced as a syllable. Establish a time limit of two or three minutes.

Synonym Spello (Synspell)

Divide the class into two teams. Put a list of words on the board. Each player takes a word and gives a synonym for the word and then spells it. Scoring is one point for the synonym, one for its correct spelling.

If a spelling is missed, the other team has the chance to spell it and receive the point.

Travel Agent

Appoint ticket sellers for a "Train Ride to Ottawa," "Bus Ride to Stanley Park," "Bike Ride Through the Annapolis Valley." Give each ticket seller a list of words. Children applying for tickets "buy" them by spelling the words that are on the salesperson's list. Variations of the game can be done by selling tickets for county fairs, theaters or circuses.

Treasure Chest

Print difficult words—the words most frequently misspelled in weekly testing—on separate pieces of paper, fold the pieces and place them in a "Treasure Chest" shoe box. A child takes a slip from the box, gives it to you or to a classmate, you pronounce the word and check the child's spelling of that word. Children with poor spelling ability should write the word given to them, rather than spelling it out loud. Misspelled words are given back to the children who made mistakes spelling them. The object is for children to have no slips of paper at the end of the game. The game can be played between two children or two small groups.

Trees

On the blackboard draw an outline of a tree with trunk and main branches and write a consonant blend in each branch. Then give each student a chance to say a word containing that sound and to spell the word. If successful, the child draws a leaf on the tree and prints the word on the leaf. Special bonus words can be given and fruit drawn instead of leaves. The game can be used as an individual or a group game.

The tree may be left for children to hang leaves on as they find more words in their own reading.

Word Builders

Cut one-inch squares from manilla tag paper. Write letters on these squares. Be sure to provide about 30 percent e's, and the rest of the vowels less frequently. A y square should also be included. Give each student an envelope containing these letters, then call out a word and ask the children to spell out the word with their squares. The child who gets the word spelled first gets a point, or whatever reward the teacher thinks suitable.

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